
4B

Information

Educator Preparation Committee

Report on the Integrated Undergraduate Teacher Preparation Program Grants

Executive Summary: This agenda item presents an update on the implementation and outcomes of the Integrated Undergraduate Teacher Preparation Program Grants.

Recommended Action: For information only

Presenters: Kristina Najarro, Consultant and Cara Mendoza, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Report on the Integrated Undergraduate Teacher Preparation Program Grants

Introduction

This agenda item presents data for the 2019-20 academic year for the state-funded Integrated Undergraduate Teacher Preparation Program (Integrated) grants administered by the Commission on Teacher Credentialing (Commission). The Request for Proposal (RFP) for this grant required reporting for three years after the first cohort of graduates completes the program. Grantees received funding in the 2016-17 academic year. This is the third report to the Commission on Integrated programs; there is no report due to the legislature.

Background

In the 2016-17 fiscal year, the Legislature approved \$10 million for competitive Integrated Undergraduate Teacher Preparation Program grants. These grants focused primarily on establishing undergraduate teacher development pathways in order to:

- address teacher shortages in special education; Science, Technology, Engineering and Mathematics (STEM); bilingual education; and other shortage areas; and
- provide expanded and streamlined options for earning a preliminary California teaching credential.

The Integrated Undergraduate Teacher Preparation Program was a competitive grant program for baccalaureate-granting institutions with Commission-approved teacher preparation programs for the purpose of developing a new four-year integrated program, whereby participants would earn both a bachelor's degree and a multiple or single subject teaching credential in four years. The enabling legislation mandated that the Commission, when awarding grants, give priority to proposals for the establishment of four-year integrated programs that (a) produce credentialed teachers in the areas of special education, math, science, and/or bilingual education; and (b) partner with a California Community College to develop a four-year or a four-and-one-half year Education Specialist integrated program of professional preparation.

Following a competitive RFP process in fall 2016, the Commission awarded forty-one institutions with grants of up to \$250,000, with an average grant amount of \$237,652. [Appendix A](#) shows the complete list of grant recipients for this program, their community college partner(s), planned integrated teacher credential programs, and awarded amount. In total, 87 teacher preparation programs were planned in 33 postsecondary institutions, 18 of which are part of the California State University (CSU) system, two are part of the University of California (UC) system, and 13 are private colleges or universities. Overall, the 33 institutions proposed to collaborate with 54 community colleges.

Data Collection

To analyze the impact of the Integrated Undergraduate Teacher Preparation Program on the focused teacher shortage areas, authorizing legislation and the RFP required grantees to provide the Commission with initial program and outcome data for two years, from 2016-17 through June 20, 2018, with reporting requirements extending up to three years after the first cohort of graduates completes the program. It is important to note that the Integrated Undergraduate Teacher Preparation Program grant was a planning grant. As such, staff focused data collection efforts into two distinct phases.

The first phase began with the data reported at the [August 2019](#) Commission meeting. In the item presented to the Commission, staff reported on the type(s) of programs each grantee planned to develop as well as initial program and outcomes data in the following mandated categories.

- Type of program(s) planned
- Implementation schedule/timeline
- Initial cohort of candidates – number enrolled, number graduating
- How candidates will meet the subject matter requirement in the planned program
- Planning approaches used and their effectiveness
- Recruitment strategies used and their effectiveness
- Key design features of the planned program
- Effectiveness of implementation strategies
- Challenges to implementation

Once grantees established programs and began enrolling candidates in the 2018-19 academic year, the second phase began, and staff focused data collection efforts to the mandated categories listed below. Staff reported the inaugural cohort data from the 2018-19 academic year to the Commission in [November 2019](#). The remainder of this agenda item represents the cohort data from the 2019-20 academic year as well as the total number of candidates served in the programs developed using these grant funds.

- Type of program(s) planned
- Candidate enrollment data by program type
- Candidate demographic data
- Challenges to implementation

The next report to the Commission will be on the 2020-21 program and candidate data, and it will be the final report on Integrated Undergraduate Teacher Preparation Programs. In addition to the updated data in the categories staff has been collecting since November 2019, the item will circle back around to initial data collection categories and report on:

- Recruitment strategies used and their effectiveness
- Key design features of the planned program
- Effectiveness of implementation strategies

All of the data listed above and requested of the Integrated Program grantees can be found in authorizing legislation.

Types of Program(s) Planned Under the Grant

As of June 2020, Integrated Undergraduate Teacher Preparation Program grant recipients reported 63 integrated undergraduate credential programs developed and/or planned under this grant program.

Table 1 shows the 57 integrated credential programs developed under the grant that had candidates enrolled for the 2019-20 school year.

Table 1: Types of Integrated Programs by Grant Recipients 2019-20

Program Type with Candidates Enrolled in 2019-2020	Number
Multiple Subject	12
Multiple Subject with Bilingual Authorization	6
Single Subject: Math	8
Single Subject: Science	3
Single Subject: English	3
Single Subject: Social Science	2
Single Subject: Physical Education	4
Single Subject: Spanish	1
Education Specialist: Mild/Moderate (M/M)	10
Education Specialist: Moderate/Severe (M/S)	4
Education Specialist: Dual M/M & M/S	3
Education Specialist: Early Childhood Education	1
Total	57

As reported by institutions, the highest number of programs were:

- Multiple Subject Integrated programs with 12;
- Mild/Moderate Education Specialist programs with ten; and
- Single Subject: Math programs with eight.

As this was a planning grant, there are grantees who are still developing new integrated programs. Table 2 represents the programs that are being offered for the first time in 2020-21.

Table 2: Types of Integrated Programs Developed/Planned by Grant Recipients for 2020-21

Program Type Planned for 2020-21	Number
Multiple Subject with Bilingual Authorization	2
Single Subject: Math	1
Single Subject: Science	1
Added Bilingual Authorization for a Single Subject Credential	1
Education Specialist: Mild/Moderate	1
Total	6

In all, there are six new programs that planned to enroll their first cohort of candidates in the 2020-21 school year.

Candidate Enrollment Data by Program Type

Table 3 displays the integrated program types offered in the 2019-20 school year by candidate class standing.

Table 3: Candidate Enrollment Data by Program Type and Academic Standing 2019-20

Integrated Program Credential Focus	Junior Class (minimum of 60 semester units)	Senior Class (minimum of 90 semester units)	Undergraduate Degree and Credential Earned	Dropped or left program	Other (Frosh or Soph)	Total
Multiple Subject	129	85	31	(14)	99	344
Multiple Subject with Bilingual Authorization	72	73	5	(17)	0	150
Single Subject: Math	32	10	0	(7)	0	42
Single Subject: Science	1	2	0	0	6	9
Single Subject: English	6	0	0	(2)	0	6
Single Subject: Social Science	6	0	0	0	0	6
Single Subject: Physical Education	11	0	23	0	1	35
Single Subject: Spanish	0	0	0	0	1	1
Education Specialist: Mild/Moderate	31	11	8	(3)	10	60
Education Specialist: Moderate/Severe	1	1	3	0	7	12
Education Specialist: Dual M/M & M/S	0	1	0	0	33	34
Education Specialist: Early Childhood Education	0	0	2	(1)	0	2
Totals	289	183	72	(44)	157	701

In the 2019-20 academic year, 701 candidates worked toward earning their credential through an integrated teacher preparation program. Just under half (358) of the candidates enrolled in integrated programs were working on earning their Multiple Subject credential with the next highest enrollments representing the 167 participants working toward their Multiple Subject credential with Bilingual Authorization and 63 working toward an Education Specialist Mild/Moderate credential.

Statewide, there has been an increase in the number of programs and candidates enrolled in integrated programs. In the 2018-2019 academic year, grant recipients reported offering 41 programs with 392 candidates enrolled at the beginning of the school year and 371 remaining enrolled by the end of the school year. In 2019-20, grant recipients reported offering 57 programs with 701 candidates completing the year. When the number of candidates supported during academic years 2018-19 and 2019-20 are combined, the Integrated Undergraduate Teacher Preparation Program grant has created a pathway for 1,072 future teachers to earn their bachelor’s degree alongside their preliminary teaching credential.

Candidate Demographic Data

The three tables below represent candidate self-reported ethnicity/race, sexual orientation, and gender data for the 2019-20 academic year.

Table 4: Number of Integrated Program Candidates Self-Identified by Ethnicity/Race 2019-20

Ethnicity/Race	Number of Candidates Self-Identified (n=780)	Percent
Hispanic/Latinx (of any race)	355	45.5%
American Indian/Alaska Native	2	.5%
Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hmong, Filipino)	45	6%
Black or African American	10	1%
Native Hawaiian/Pacific Islander (Guamanian, Samoan, Tahitian)	4	.5%
White	247	32%
Two or more races	51	6.5%
Decline to state	66	8%

The 355 candidates who self-identify as Hispanic/Latinx make up just under half of the total number of future teachers who are being supported by integrated undergraduate programs. It is possible that participants may have self-identified as more than one race.

Number of Candidates Enrolled by Gender Identity and Sexual Orientation

For the 2019-20 reporting cycle, grantees reported the number of teacher candidates by self-identified gender identity and sexual orientation. This is the first time staff is reporting on this data in relation to the Integrated Undergraduate Teacher Preparation Program grant. AB 677 required that beginning July 1, 2019, the Commission, among other governmental agencies, must collect sexual orientation and gender identity information in the course of regular collection of demographic data. Tables 5 and 6 provide this information.

Table 5: Number of Integrated Program Candidates Self-Identified by Sexual Orientation 2019-20

Gender	Number of Candidates Self-Identified (n=487)	Percent
Heterosexual/Straight	124	25%
Gay/Lesbian	2	1%
Bisexual	3	1%
Other	0	0%
Not sure	8	1%
Decline to state	350	72%

Table 6: Number of Integrated Program Candidates Self-Identified by Gender Identity 2019-20

Sexual Orientation	Number of Candidates Self-Identified (n=725)	Percent
Male	122	17%
Female	568	78%
Nonbinary	0	0%
Decline to state	35	5%

Challenges of Implementation

Integrated Undergraduate Teacher Preparation Program grantees were asked to describe challenges that impacted enrollment of candidates for the 2019-2020 academic year and recruitment of candidates for the 2020-2021 academic year. The following is a selection of challenges that represent the most common responses from programs:

- *We had planned on enrolling candidates in 2019. Our implementation was delayed for the following reasons: 1.) Our internal curriculum approval process decided not to review any new curriculum in AY 2018; 2.) We delayed our internal submission for AY 2019 due to changes in the Education Specialist Credential coursework requirements. We plan to revise our Education Specialist Credential coursework this year and submit revised courses to our internal curriculum approval process. New TPES in SPED have required program changes that have disallowed the creation of a SPED ITEP at this time; 3.) Our internal curriculum approval process has also been changed and now allows submitting curriculum revisions on a two-year cycle rather than every year.*
- *Our 4-year programs, developed via the grant, were/are available for students to choose. However, all of our enrolled students chose to participate in the 4 + 1, not one of the 4-year programs.*
- *We have all the articulation agreements and course pathways for the program in place and have been actively promoting the program with our community college partners. Unfortunately, the COVID-19 pandemic has disrupted our activities in this area, and it is difficult to predict when any transfer students will be ready to enroll in the program. We will continue to reach out to our community college contacts and attempt to identify*

current students who would also be interested in the integrated math and science teaching pathways.

- *We are very happy to report that the program was approved by the Curriculum Committee in December 2020 and has been sent to the Chancellor's office for final approval. The appropriate departments are including this option in advising and admission documents to be ready to formally enroll students in the program in the 2021-2022 academic year. Many students are interested in pursuing the SPED ITEP program.*

Next Steps

Commission staff will continue to monitor the Integrated Undergraduate Teacher Preparation Programs. Staff will collect data for the 2020-21 academic year and will present to the Commission a final report at a future meeting.

Appendix A

Integrated Undergraduate Teacher Preparation Program Grant Recipients, Community College Partner(s), Planned Integrated Credential Programs, and Award Amounts

Grant Recipient	Community College Partner(s)	Planned Integrated Credential Program(s)	Award Amount
Azusa Pacific University	Citrus Community College	Education Specialist, Single Subject: Math, Science	\$199,108
Cal Poly Pomona	Citrus Community College, Mount San Antonio College	Education Specialist	\$246,322
California Baptist University	California Community College in the Inland Empire	Multiple Subject, Single Subject: Math, Science, English, World Languages, Social Science, Education Specialist	\$120,500
California State University, Bakersfield	Bakersfield Community College, Taft College, Porterville College, Cerro Coso College, and Antelope Valley College	Education Specialist	\$250,000
California State University, Channel Islands	Oxnard College	Education Specialist, Bilingual Authorization	\$248,515
California State University, Chico	Reedley College, Modesto JC, Butte Community College	Multiple Subject, Education Specialist	\$250,000
California State University, Dominguez Hills	Los Angeles Harbor College	Multiple Subject with Bilingual Authorization	\$249,998
California State University, Fresno	College of the Sequoias, Porterville College, and West Hills College Lemoore	Multiple Subject, Bilingual Authorization	\$250,000
California State University, Fresno	Reedley College, Fresno City College, West Hills Community College, and Clovis Community College	Single Subject Math	\$248,266
California State University, Fullerton	Fullerton Community College, Santiago Community College, Santa Ana Community College	Early Childhood Education Specialist	\$250,000

California State University, Fullerton	Fullerton Community College, Santiago Community College, Santa Ana Community College	Education Specialist	\$250,000
California State University, Long Beach	Long Beach City College, Cerritos Community College	Multiple Subject with Bilingual Authorization	\$249,999
California State University, Los Angeles	East Los Angeles College	Multiple Subject, Education Specialist, Bilingual Authorization	\$50,000
California State University, Los Angeles	Los Angeles Community College District: Los Angeles Trade-Technical College	Single Subject Math	\$249,983
California State University, Monterey Bay	Monterey Peninsula College and Hartnell College	Multiple Subject with Bilingual Authorization	\$250,000
California State University, Monterey Bay	Monterey Peninsula College and Hartnell College	Education Specialist	\$250,000
California State University, Sacramento	Sacramento City College	Multiple Subject, Single Subject Science	\$248,806
California State University, San Marcos	Palomar Community College, MiraCosta Community College	Multiple Subject, Education Specialist, Bilingual Authorization	\$248,718
California State University, Stanislaus	San Joaquin Delta College, Modesto Junior College, and Merced College	Multiple Subject, Multiple Subject with Bilingual Authorization, Education Specialist	\$240,127
Dominican University of California	College of Marin	Multiple Subject, Education Specialist	\$249,041
Humboldt State University	College of the Redwoods	Education Specialist	\$195,103
Loyola Marymount University	El Camino College	Multiple Subject, Single Subject: Math, Science, World Languages, English, Social Science, Music, Industrial and Technology Education, Physical Education, Science	\$250,000
Mills College	Laney Community College	Multiple Subject, Bilingual Authorization	\$249,288

Notre Dame de Namur	San Mateo County Community College District	Single Subject Science	\$183,536
Point Loma Nazarene University	Grossmont College, San Diego Community College, MiraCosta College, Palomar College, Southwestern Community College	Multiple Subject, Single Subject: Math, Art	\$250,000
San Diego State University	Southwestern Community College, Cuyamaca College, Miramar College	Single Subject: Math, Science	\$249,357
San Diego State University	Southwestern College, San Diego Community College District, Grossmont-Cuyamaca Community College District	Single Subject: Math, Science	\$249,831
San Diego State University	Southwestern Community College, San Diego Mesa College, Cuyamaca College, Grossmont College	Multiple Subject with Bilingual Authorization, Bilingual Authorization, Education Specialist	\$249,858
San Diego State University	Mesa Community College, Miramar College, Southwestern College, Cuyamaca College, Imperial Valley College	Education Specialist	\$249,887
San Francisco State University	Skyline Community College	Single Subject Physical Education, Education Specialist (Adaptive Physical Education)	\$249,980
San Francisco State University	Skyline Community College, Canada College	Multiple Subject with Bilingual Authorization	\$250,000
San Jose State University	Foothill-DeAnza College, San Jose City College	Single Subject Math, Education Specialist, Bilingual Authorization	\$250,000
Sonoma State University	Santa Rosa Junior College	Multiple Subject with Bilingual Authorization	\$199,728
St. Mary's College of California	Los Medanos College	Education Specialist	\$224,694
University of California Irvine	Mt. SAC Community College	Single Subject: Math, Science	\$230,913

University of California, Los Angeles	Santa Monica College	Single Subject: Math with Bilingual Authorization, Science	\$250,000
University of Laverne	Citrus Community College	Multiple Subject	\$249,305
University of San Diego	San Diego Miramar College, San Diego Mesa College, San Diego City College	Single Subject: Math, Science	\$249,991
University of San Francisco	City College of San Francisco, Peralta Community College District	Multiple Subject, Single Subject: Math, Science	\$249,899
University of the Pacific	San Joaquin Delta College, Sierra College	Multiple Subject, Education Specialist	\$223,070
Whittier College	Rio Hondo College	Education Specialist	\$189,922